



Rickenbacker Ribbon

# CHAPTER 4

## RICKENBACKER

## ACHIEVEMENT



Cadet Staff Sergeant

Chapter Goals	Recognize	Understand	Master
Introduction			X
Duties and Responsibilities			X
ABCD's of Leadership			X
Roles of Leadership			X
The NCO as a Supervisor			X
Listening			X
Counseling		X	
Feedback		X	
Drill and Ceremonies			X

**RECOGNIZE:** Recall *with* some prompting. You will be tested on *some* of this material.

**UNDERSTAND:** Recall *without* prompting. You will be tested on *all* of this material.

**MASTER:** Understand and demonstrate at all times.

## INTRODUCTION

You are now a Cadet Sergeant. An NCO! After at least six months of "following" you can now lead! Right? Yes and no. You will recall that in Chapter 1 we said that everyone is a follower, to a degree. Up to now you have done a good job following. You are ready to learn about the ABCD's of Leadership and of the NCO's role as a supervisor. You will learn more about the importance of leadership and listening. Counseling and feedback basics also will be discussed. You will be continuing your study of drill and ceremonies. After you complete this chapter, aerospace education, moral leadership, and physical fitness training, you will be promoted to Cadet Staff Sergeant. You also will receive your Rickenbacker ribbon.

## DUTIES AND RESPONSIBILITIES

As a cadet sergeant you will have many chances to lead and teach. You may serve as a Flight Sergeant, act as First Sergeant, or temporarily assume cadet officer duties. If you do, feel free to read the Volume II chapter that covers the officer duties you will be doing. There are many responsibilities for a cadet NCO. We will discuss these in this and the next three chapters. In drill, you may serve as a guide. The guide sets the direction and cadence of the march. The guide of the leading flight of a squadron in column sets the direction and cadence of march for the squadron. If your unit decides to authorize a flight guidon bearer, the guide doubles as the flight guidon



Fig 4-1 Capt. Eddie Rickenbacker

bearer. The person chosen for this dual role needs to do the duties discussed in this section, and perform guidon drill found in the Cadet Drill Manual.

## ABCD'S OF LEADERSHIP

The ABCD's of leadership are: abilities, behavior, characteristics, and dynamics. Perhaps some of these are inborn. Our surroundings form them unnoticed, early in life. Undeveloped, they limit your ability to better yourself. You develop them through conscious effort.

To become a leader, you must generally possess certain abilities. Some of these are: mental alertness, high level of abstract thought, supplying professional leadership knowledge on a certain subject or in a certain situation, communication to others, and the ability to work with superiors, equals, and subordinates.

As a leader you should act in a certain way when you deal with your subordinates. Be sincere rather than affected. Be approachable. Be at the scene of the action rather than away from it in your office. Keep yourself in good physical condition and keep your personal appearance at a standard that sets a good example for your people.

As a CAP leader, show the personal characteristics of respect for authority, discipline, integrity, patriotism and loyalty.

As a dynamic leader, you must be accorded the respect and "fellowship" of the unit, otherwise you are not a leader; you would merely be an official authority figure. To earn leadership status in the eyes of your cadets requires sensitivity to the unit and the cadets in it. Be flexible; adapt to the changing climate of the unit and skillfully marshal individual efforts into a united group effort.

Two factors other than the leader influence the exercise of leadership: the unit and the mission. The unit is a factor in leadership called "dynamics." To best exercise leadership, you will study these factors more, complementing your self-study and self-development.

## ROLES OF LEADERSHIP

When you supervise other cadets, you have a dual role of leader and follower. Although these roles are separate and distinct, they can be, and often are, done simultaneously. The separation happens at the level where you are operating. For instance, if you are helping a subordinate cadet with a job-related problem, you are functioning as a leader. If, at the same time, you are coordinating the matter with your supervisor, you are also functioning as a follower. Your ultimate goal in either role is to get the job done. To reach this goal, you must develop and show abilities in technical skills, managerial skills, and human relation skills.

The officer and noncommissioned officer need to work together to accomplish the mission. Here is how the officer and noncommissioned officer roles relate to each other:

### LIST THE ABCD'S OF LEADERSHIP AND DEFINE THE ROLES OF LEADERSHIP:

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_

**Leadership is learned by the demonstration-performance method. The leader's actions have a ripple effect that can be seen in the followers.**

**You can continue the alphabet with "E" and "F." Enthusiasm and Flexibility. There are many more areas of varying importance, but the ABCD's are the major points to consider.**

### KNOW THE DIFFERENT ROLES OF THE NCO AND OFFICER.

- The NCO conducts the routine business within established orders, directives, and policies of CAP.
- The NCO focuses on individual training to enable the unit to get the job done.
- The NCO is primarily concerned with training individual cadets and teams.
- The NCO concentrates on developing officers and NCO's.
- The NCO gets the job done.

- The officer commands, establishes policy, and programs the work of CAP.
- The officer concentrates on unit training to develop unit capacity to get the job done.
- The officer is primarily involved with operations, training and related activities.
- The officer pays particular attention to the standards of performance.
- The officer creates the conditions so that the NCO can get the job done.

## THE NCO AS A SUPERVISOR

Supervision is directing, inspecting, and continuously evaluating first-hand the specific activities of others. The amount of supervision you do depends on several things. The most important factors are the abilities, training, and experience of both you and your people. Here are some other factors:

- Your ability to understand your duties.
- Your ability to state directives clearly and concisely.
- Your training and experience with your cadets on the job.
- Your training and experience in your assigned job or activity.
- Your cadet's discipline while on the job.
- Your knowledge of your cadet's training, experience, and dependability.

### Putting the Right Person in the Right Job

Before giving a job to someone, interview candidates to find out their qualifications. Make follow up interviews after the assignment to decide how good the placement was and to correct it, if necessary. Place people so you can use as many of their abilities as possible; this is called *homogeneous assignment*. Reassign them only if necessary.

### Stimulating the Will to Work

A person's will to work is closely related to their skill. Start them correctly. Their first impression influences their attitude toward you considerably. Greet them cordially. Show you are sincerely interested in them; make them feel they are important to the unit. Discuss what

### LIST AND UNDERSTAND THE SEVEN RESPONSIBILITIES OF A SUPERVISOR.

A job description is another form of checklist.

The key items are:

- Interview
- Follow-up Interview
- Plan to "maximize" your people's abilities.

their part is in the unit, their place in the organizational chart, and their job descriptions. Introduce them to their coworkers. Select fully qualified persons to teach them their new duties. Do not forget them after the first day.

Provide a positive atmosphere and conditions. Select positive incentives on an individual basis. Know your people well enough to understand what particular incentive appeals to each. Avoid negative incentives whenever possible. Promote teamwork by identifying with your people. You need to know their joys and problems and to understand those joys and problems. Keep lines of communication open. Allow decision participation; that is, ask for opinions and suggestions before making decisions or changes that will affect them.

### Increasing the Ability to Produce

Do this by training. It helps to increase efficiency on a present job and qualifies you for a more responsible job as you progress. Recognize training needs promptly, conduct a training program, and use the training efficiently. Helpful methods are on-the-job instruction, groups, conferences, seminars, and vocational schools. Training never stops; it lets you "grow" in the job and prepare for more responsibility. Take care. Persons become frustrated and discouraged by not having the tools to do the job or by getting in over their heads. People should be challenged by gradually increasing the scope and difficulty of responsibility.

### Increasing the Availability for Work

Develop a way to check attendance and assign someone (an element leader, for example) to find out why a person is absent. See if it relates to unit or general causes. If a cadet does not come to a meeting, someone should find out why. It may be because the cadet has no ride, has another commitment, or may be ill. On the other hand, maybe the cadet is losing interest, may not feel fairly treated, or may not have the right information about where or when the meeting was to be. Sometimes, if the unit knew the reason for the absence it could do something about it. It could provide car pooling, plan to meet on a day other than the conflicting event, make the meetings more interesting, find out the nature of the misunderstanding, publish a newsletter, or follow up with a phone call if meeting times have been changed.

### Using Individuals Fully on Essential Tasks

The word "fully" means absolutely no slack or idle time while on the job. The word "essential" means what is necessary to the mission of the organization. Give cadets meaningful work. Individuals want to be busy and "grow" on the job. It should be a safe workload. One that is not too easy and boring, but not beyond their physical or mental limitations whether real or imagined. Work that is too hard will make cadets too preoccupied with frustration, anxiety, and stress to be productive. This results in behavior that is disruptive to the organization.

You cannot always satisfy personal preferences. Counseling the prospective job-holders on how their job contributes to the overall mission helps set proper attitudes.

To make a positive first impression, show sincere interest by asking specific questions. Assign important tasks, expect results on time.

"Catch" them doing things correctly!

Use follow-up training to:

- Reaffirm Proficiency
- Teach New Skills

The more you know about an individual the easier it is to interact. Keeping a person available for work means the workload does not have to be shifted or redistributed.

POCKET PLAN TO MEET  
ELEMENT MEMBERS' NEEDS

DATES NAME	MONTH: SEPT						
	7	14	21	24	28	28	
CASLER	T	ES	AE	F	AE		
EONTA	S	ES	T	F	AE		
JOHNSON	C	ES	T	M	AE		
KELLY	T	ES	AE	M	AE		
LAWRENSON	T	ES	AE	M	AE		
QUINN	T	ES	X	F	AE		
REEVES	AE	ES	T	M	AE		
SHARP	C	ES	T	M	AE		
TROSTMAN	T	C	S	M	AE		

• • PRESENT ML • MORAL LEADERSHIP  
X • EXCUSED C • SCHOOL CONFLICT  
S • SICK ES • EMERG SERVICE TRAIN.  
R • NEEDS RIDE AE • AEROSPACE CLASS  
T • TEST AW • AEROSPACE WORKSHOP  
M • MILE RUN F • ORIENTATION FLIGHT

## Scheduling Subordinate Tasks Efficiently

If subordinates wait for you to “get around” to them, your scheduling is inadequate. Schedule the task so you are there when needed, and not in the way when your cadets are doing their job effectively. *Span of control* means how many people you can effectively supervise at once. Keeping the right span of control helps you get around to all your people. *Delegation of authority* means you are holding other people accountable to see that a job is done. This also affects scheduling because when others are supervising for you, you have time to “get around” to other subordinates.

## Reviewing the Need for Tasks

You may find there are jobs that are not essential or not worth the time and effort. You may find that there are some jobs that crowd out more important tasks. An example is the supervisor who requests reports from subordinates only to throw such reports away without using them. If a task cannot be justified, eliminate it.

## LISTENING

At 8:00 p.m. on 30 Oct 1938, six million people heard the following announcement on their radios: “The Columbia Broadcasting System and its affiliated stations present Orson Wells and the Mercury Theater of the Air in The War of the Worlds by HG Wells.” The now famous radio play was interrupted twice by similar announcements and ended with a statement that this broadcast was fictitious. This is where at least one sixth of the listeners did not use their listening abilities to discover the truth. Only the words “invasion” and “Martians” caught their ears. As they found out, hearing is not listening. Hearing is only defined as being aware of sounds striking our eardrums. Listening is much more than that. It takes concentration and willingness to put effort into the process. It involves three basic elements: attending, comprehending, and remembering. In Chapter 1, we covered several “DO’s” for good listening. Here we will look at some of these ideas in detail.

### Getting Ready to Listen

Prepare yourself mentally and physically. Physically you should put away all potential distractions like an interesting picture, etc. Think about the subject and what you experienced with the subject (establish a common core of experience with the speaker).

### Taking Responsibility to Comprehend

To do this, concentrate. Concentration is “close mental application, exclusive attention.” Good concentration generally leads to good memory of what you heard. When listening, think about your own experiences that illustrate the speaker’s point. Mentally apply the point to your own situation. Rephrase the speaker’s examples, too. This helps you understand and remember the speaker’s points.

Find examples of how knowledge can affect a relationship. Look for ways similar vocabulary, emotional appeals, non-verbal signals, etc. can contribute to mental understanding. Also, use specific follow-up questions to verify that needs are being met. Insist on progress. That is how you show you care about the person!

Answer these questions “Do you have a job at your unit?” “Do you feel useful?” “Is your job useful?” “Why or why not?” “Is there a way to make your job easier?” “Is there a relationship between feeling useful and job usefulness?” “Are subordinates fully used?” “How would you improve the situation?”

## DISCUSS THE ELEMENTS OF LISTENING.

**CONCENTRATE!** What does attending include?

## Attending

This means being mentally alert to the other person. Good attending means having no physical distractions. Let the other person know you are giving your undivided attention. This tells you are interested and you care. Good attending helps non-verbal as well as verbal communication.

## Comprehending

This means understanding what is said. There are two ways to comprehend: receptive or reflective. Receptive means you understand the literal meaning of what is said. The reflective way means you are able to catch the full meaning of what the speaker is saying. It means hearing what is said and trying to see the problem through the speaker's point of view. Reflective listening requires paraphrasing, checking perceptions, and withholding judgment.

**When you paraphrase** a statement, you put it into your own words. This ensures that you and the other person are on the same wavelength and you understand each other.

**When you check your perceptions with "I" messages**, you are really saying "I am interested in what you are saying and how you are feeling about it." To do this effectively, you can use "I" messages. "I" messages clarify ideas by telling someone what their behavior is and how it affects you. Examples of using "I" messages are: "I feel you are frustrated with the way this project turned out." "When you shouted, I felt intimidated because loud noises scare me." The use of "I" messages takes practice for you to become proficient and comfortable with them. As you progress into counseling and interviewing, you will find these messages extremely helpful.

**Withholding judgment.** Do not interrupt or make snap decisions based on half the information. Get all the facts about a problem before offering an opinion. In the same way, keep an open mind toward the person you are listening to. Treat your subordinates fairly and as individuals.

**COMPREHENDING includes:  
what three steps?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Listening to Understand Rather than to Argue

Analyze but do not argue with the speaker. Without trying to get the speaker's message, you cannot be informed enough to evaluate the ideas effectively. Critical listening is necessary for making informed, intelligent decisions.

## Controlling your Emotions

Keep barriers from building between yourself and the speaker. By identifying and understanding barriers, you can force yourself to react to speakers' ideas rather than just their words. You will learn more about this in later chapters.

## Listening for Main Ideas

By having a mental picture of the main ideas, you can weigh how important one idea is to another. By listening intelligently, you can benefit from the research, experience, and thinking of speakers who are knowledgeable in many fields.

## Being Mentally Agile

Concentrating throughout a speech is a challenge, because you are likely to think faster than the speaker can speak. This difference gives you the chance to review what was said and predict what will be said. You have time to repeat mentally, summarize and paraphrase the speaker's remarks. This increases your comprehension and memory.

## Taking Notes

We often want to take notes on what we hear because we do not trust our memories. Trying too hard to take good notes, however, turns into a race between your pencil speed and the speaker's rate of speech. Make up a system to stop this. Be in place and ready before the lecture starts. Your notes should include the main idea and enough supporting ideas to make the main ideas clear. Also use abbreviations and key words rather than complete sentences. Definitions of words are all you should take down verbatim. Review and expand your notes as soon as possible after the lecture. Going over your notes will help you "relive the experience" and strengthen your memory.

## Remembering

Remembering what you have heard is one of the most difficult tasks of listening. The key lies in how interested you are in the information. Being a mature and objective listener means you can appreciate what is said no matter how strong your interest is in the subject.

**Taking notes does two things: It helps you use another sense besides listening and it gives you a permanent record of the information.**

**To take better notes, abbreviate, use phrases and use definitions.**

**To remember better, associate ideas with pictures or tasks that you know.**

**Ask one cadet to read a list of items out loud. At the end of the list, ask the cadets to write all the items they remember. Discuss the results.**

**LIST AND AND KNOW THE DIFFERENCE BETWEEN THE THREE TYPES OF COUNSELING.**

# COUNSELING

As an NCO you must learn the basic principles of counseling to be an effective leader. For our purpose, counseling is helping people to help themselves. You will be counseling your cadets to help them develop their potential, help their decision making, resolve problems, improve their effectiveness, and improve their ability to cope. Listening is the most important thing in counseling.

One of your counseling goals is to develop your cadet's potential. Know your people, counsel them on career development, promotion progression, and motivate them to reach their potential. The NCO's role as a counselor falls into three categories:

- Performance Counseling
- Career Counseling
- Personal Counseling

Performance counseling deals with improving or maintaining performance. Career counseling deals with training, promotions, and the development of potential. Personal counseling deals with personal matters such as school conflicts and family problems. Although you could handle many problems, it is just as important you be able to recognize problems that you cannot handle yourself and refer them to a more advanced cadet or senior member.

Counseling is a way of helping your subordinates to achieve their goals. Counseling is **not** “chewing out” or reprimanding. You counsel to motivate and give guidance as well as to help with problems. Chapter 6 will cover other aspects of counseling.

Since your cadets’ welfare is the most important thing in your counseling, develop skills and attitudes that will enable you to help them. You want your cadets to learn how to do their jobs most effectively. The previous definitions imply a behavior change and improved performance are the desired results of counseling. As a supervisor and leader, you should establish these two goals when counseling.

## FEEDBACK

### KNOW WHAT FEEDBACK IS.

After listening and focusing on how your cadets can improve on the job, you need to share your ideas with them and listen to their reactions to your ideas. Speaking to them and listening to them in this way is called feedback. It is part of a two way process between you and your cadets. Keep talking openly with them to provide feedback on important information about their behavior and performance. In doing this, you can decide the cadet’s success and can explain any additional performance and behaviors they must meet. They also must talk openly with you to discuss progress and problems in meeting job standards and discuss ways to change behavior for professional growth and personal improvement. Remember, feedback is not always negative. It is very important for a supervisor to praise the positive things the cadet does. It lets them know that the job they do is important and appreciated.

## DRILL AND CEREMONIES

In this section you will learn the Manual of the Guidon as shown in Cadet Drill Manual.

## ACHIEVEMENT SUMMARY EXERCISE

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1. The A,B,C,Ds of leadership stand for what? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. The A of the A,B,C,D includes what? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
3. What two factors, besides the leader, influence leadership? \_\_\_\_\_, and \_\_\_\_\_.
4. List the leadership roles of an officer: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.



5. List the leadership roles of an NCO: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
6. What is involved in selecting the right person for the right job? \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
7. List the duties of an NCO as a supervisor. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
8. To get ready to listen you must do what? \_\_\_\_\_ and \_\_\_\_\_.
9. Comprehending involves what? \_\_\_\_\_.
10. When actively listening, the term "attending" means what?  
\_\_\_\_\_.
11. List the three types of counseling. \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
12. What is the ribbon and cadet grade that corresponds to this chapter? \_\_\_\_\_ and \_\_\_\_\_.
13. Feedback is the process by which you do what? \_\_\_\_\_, and \_\_\_\_\_.
14. Cadet Sergeant Sharp has become an excellent ground team leader showing proficiency in repelling, and first aid; with the ELT antenna and ground navigation. Lee looks forward to practicing through the year for the emergency services competition in the spring. In late February a new squadron commander takes over. He de-emphasizes the emergency services program because the promotion rate is too low and he presses the cadets to improve on Aerospace and starts a model rocketry class.
  - a. Do you think the new commander is fair to lessen the ground team's chances at the emergency services competition?
  - b. There is another CAP squadron just a few miles away that will be at the emergency services competition. If you were in Lee's situation, would you change squadrons?
  - c. How do you determine progress in personal development? Do you look at individual cadets or at cadets as team members and the progress of the team as a whole?

## ANSWERS

1. Abilities, behavior, characteristics, dynamics.
2. Mental Alertness; works with supervisors, peers, subordinates, abstract thought.
3. Unit and Mission

4. Commands, concentrates on unit training, concerned with operations, attention to standards of performance of officers and NCOs, creates conditions so NCO can do job.
5. Conducts daily business of CAP, focuses on individual training, concerned with training, individual cadet and teams, concentrates on standards of performance of NCOs and cadets, gets the job done.
6. Interview individual, make follow-up interviews, place for full utilization of abilities.
7. Stimulate the will to work, increase the ability to produce, increase the availability for work, use individuals fully, schedule subordinates efficiently, put the right person in the right job, review the need for tasks.
8. Put away distractions, think about the subject, establish common core of experience.
9. Concentration.
10. Being physically attentive to the person with whom you are communicating.
11. Performance, career, personnel.
12. Rickenbacker, Cadet Staff Sergeant
13. Share ideas and listen to reactions to them in a two-way interactive process.
14.
  - a. Reluctantly, the new squadron commander realized that with the limited resources and time he had to make a choice. The greatest need had to come first.
  - b. It would be easy to leave, but the really valuable progress in flight does not come from taking the quick or easy way. Lee has an investment with the squadron and vice versa. Progress will be deeper and richer if Lee does not have to start all over again. Understandably, the new unit probably would not let Lee be a ground team leader, just a ground team member. Note that Eddie Rickenbacker had to change his leadership focus and style many times to progress from sergeant to officer to corporate executive to consultant.
  - c. As with military units in armed combat or with sports teams, it is the best *team* that prevails or wins the championship. The total effort is more powerful than the individual efforts added separately.

## SPECIAL READINGS

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### USAFA DUTY CONCEPT

by Maj Larry A. Smith

*Contrails*, Vol 3, pp 5-6

Duty is understanding and doing what ought to be done, when it should be done, without being directly told to do so. It involves a selfless devotion to others first, whether they are members of your cadet squadron or the people of the United States who have placed their special trust in you as a military professional.

At the Academy we teach duty along with other military virtues and ideas, in military education and training programs as well as academic courses. In both arenas, military virtues are discussed under the concept of professionalism. The cornerstone of duty is the responsibility that obligates each military member to the mission above all else. This commitment to duty is at the very heart of the military profession and is the focus of your development as an Air Force cadet.

Duty is not as easy a concept to define. *The Honor Code Reference Handbook of the Air Force Cadet Wing* defines it as a system of values which sets the unit's mission and the interests of the country above personal convenience. This is not a transient commitment; it permeates every part of an officer's public and private life. General S.L.A. Marshall's description of a man with integrity clarifies this further. "A man has integrity if his interests in the good of the service is at all times greater than his personal pride, and when he holds himself to the same line of duty when unobserved as he would follow if all of his superiors were present." Marshall further states, "A man of honor holds himself to a course of conduct because of a conviction that it is in the general interest, even though he is well aware that it may lead to inconvenience, personal loss, humiliation, or grave physical risk." The essence of these statements is the sense of obligation to service above self.

A solid "duty concept" not only requires the ability to decide the right course of action but also the will to follow it. Developing the ability to decide is, in large part, an institutional responsibility fulfilled through education and training. However, creating the will to follow the proper path, although influenced by the institution and the example of those who represent it, is a personal responsibility. In short, doing your duty involves personal choices for which you'll be held accountable by your commander or your conscience—probably both.

In this context, what is the proper action, especially when there are competing demands? Do I, as a cadet, do my duty as an element leader when I also have a duty to study for a graded review?" "What duties take precedence?" "If they are all equal and I share my time among them, how much effort is enough?"

The answer is not easy. There are and always will be many demands on your time. That is the nature of modern society, especially for those who seek to preserve it in the military. In the final analysis, you must establish your own priority system within an Air Force framework. However, you should always base your priorities on a hierarchy where the good of the service comes before convenience to self. If you do, the words of the *Cadet Prayer*: "I ask courage that I may prove faithful to duty beyond self." will have full and rewarding meaning.

## RESPONSIBILITY AND AUTHORITY

As a follower you have the responsibility to possess the technical competence to complete assigned tasks. As a leader you must provide technical knowledge and adequately train workers or followers. Also as a leader you must demonstrate your technical knowledge to your fellow supervisors and your boss.

Managerial skills are usually associated with the role of leader, but followers also must exercise skill in this area. The leader is responsible to ensure the job gets done in the most economical and timely manner. The followers are responsible to ensure they do the job in the most economical and timely manner. Both leaders and followers must develop and exercise human relations skills. Followers, of course, are responsible for their own behavior and attitudes. Leaders are responsible for providing an atmosphere that is conducive for a positive attitude and for being a role model in their behavior for the followers to emulate. The authority of the leader and the follower vary in degree only. The followers have whatever authority has been delegated to them either by regulations or by the leader. Usually, the followers have the authority to do whatever is necessary to get the job done. The leader, however, has the authority to decide the how, when, and where concerning the job, and does the delegating of authority to the subordinates. The leader's authority to make decisions, in turn, can be limited by their bosses. The major role difference in employment of technical, managerial, and human relations skills is that as a leader you must provide these skills for the group, and as a follower demonstrate them to the group.

## EDWARD VERNON RICKENBACKER

(From Webster's American Military Biographies, G & C Merriam)

Eddie Rickenbacker was born on October 8, 1890, in Columbus, Ohio. With little formal schooling and a succession of jobs behind that, he began working for a railroad car manufacturing firm in 1905. There he developed a deep interest in internal-combustion engines and engine-powered vehicles. He began driving racing cars at sixteen (he became a regular at the Indianapolis 500 from its first year, 1911). By the time the United States entered World War I he was internationally famous as a daredevil speed driver and held a world speed record of 134 miles per hour.

In 1917 he enlisted in the army and went to France as a member of Gen. John J. Pershing's motor car staff. With help from Col William Mitchell, he secured a transfer to the Air Service in August, took pilot's training, and early in 1918, with the rank of captain, was assigned to the 94th Aero Pursuit Squadron. The 94th, which adopted the famous hat-in-the-ring insignia, was the first U.S. flying unit to participate actively at the front, fighting the "flying circus" commanded by the German ace, Baron Manfred von Richthofen. In May 1918 Rickenbacker succeeded to command the 94th in the temporary rank of major. By the end of the war the 94th had downed 69 enemy craft, of which Rickenbacker, the "ace of aces" accounted for 26 (22 airplanes, 4 observation balloons). He earned nearly every decoration possible, including the Medal of Honor, awarded in 1931 for his lone attack on seven German planes, two of which he downed, on September 25, 1918.

His **Fighting the Flying Circus** appeared in 1919. Returning to the United States a hero, he organized in Detroit the Rickenbacker Motor Company. The company was dissolved in 1926, and the next year he bought a controlling interest in the Indianapolis Speedway, which he retained until 1945. He later worked for the Cadillac division of General Motors Corporation and then was associated with a number of aircraft manufacturers and airlines. In 1935 he became general manager and vice president of Eastern Airlines. Three years later he became president and director of the line. His experience and technical knowledge prompted his appointment as special representative of Henry L. Stimson, Secretary of War, to inspect air bases in the Pacific theater of war in 1942. In October 1942, on his second mission over the Pacific, his B-17, crashed some 600 miles north of Samoa, and he and seven men (one of whom died) were set adrift on rubber rafts with only fish and rain water to sustain them. After 23 days he was rescued, and after a two-week rest, he resumed his tour. After the war he returned to Eastern Airlines, where he remained, from 1954 as chairman of the board, until his retirement in 1963. He died in Zurich, Switzerland, on July 23, 1973.

## BESSIE COLEMAN

Bessie Coleman was born January 26, 1893, in Atlanta, Texas, one of 13 children. Her mother was black and her father was of American Indian and black descent. Her father left when she was seven and her mother did her best to raise the family alone. The children helped by picking cotton; and the girls, as soon as they were old enough, helped with the washing their mother took in to make ends meet.

Bessie had a drive to better herself and became an avid reader. By using the traveling library that came through two to three times a year, Bessie managed to finish high school (not a small achievement in those days). Although her mother let her keep her earnings from washing and ironing, Bessie could only afford to attend college for one semester. She was determined to get ahead, and show the way to others, handicapped by what she believed were the evils of racism, sexism, poverty, and ignorance. Shortly after World War I, she made a firm decision to learn to fly. She read everything she could on the subject. She tried applying to one flying school after another, but was quickly turned down. In those times (1919 and 1920), her race was an obvious reason and her sex was another for her being denied.

She did not stop there. With the help of an editor and publisher of the Chicago Weekly Defender, Bessie learned French and contacted an aviation school in France. With her savings from her manicurist's job and working in a chili parlor, Bessie made two trips to Europe. There she learned about the hazards of flight and

in 1921, earned her license from the Federation Aeronautique Internationale. She **was the only licensed black woman pilot in the world**. Bessie became one of hundreds of high-spirited stunt-flyers. They flew World I Jennies and DeHavilands. When a female parachutist failed to show to perform a stunt, Bessie made the jump. She always did what she thought had to be done. She also dreamed of opening a flying school so she did stunt-flying and barn-storming. While on the barn-storming circuit, Bessie's plane went into a nose dive and Bessie was thrown from the plane to her death.

Shortly after her death, Bessie Coleman Aero Groups were organized by William J. Powell and on Labor Day, 1931, those flying clubs sponsored the first all-black air show in America. Bessie's dream of a school for black aviators finally became a reality in 1932.

## ACHIEVEMENT CHART

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### PROGRAM REQUIREMENTS AND DATES COMPLETED

Physical Fitness Mile Run in under 10 minutes for males and 12:24 for females. \_\_\_\_\_

Moral Leadership participation in at least half of unit moral leadership meetings during this achievement. \_\_\_\_\_

Attendance & Active Participation in unit activities (including payment of Unit and National dues). \_\_\_\_\_

Aerospace Education closed book test score of 70 percent or more correct. \_\_\_\_\_

Leadership Laboratory closed book test score of 70 percent or more correct. \_\_\_\_\_